

Childminder report

Inspection date: 17 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder welcomes children into her home and forms warm relationships with their families. Children are secure and confident. They know where their belongings are and demonstrate confidence in the routines. The childminder knows the children very well and responds to their interests and stages of development. Staff praise babies who are new to learning to walk. Older children make choices about what toys they want to play with and are happy to share with their friends. They sit together playing with dried pasta and containers, taking it in turns to serve it out with spoons.

Children benefit from the emphasis the childminder places on developing children's language skills. They enjoy learning new words and chat together during mealtimes. The children are engaged as they listen to a story and the childminder encourages them to join in and talk about the pictures. Parents provide positive feedback about the information the childminder shares with them, stating it is 'the highlight of their day.' Although they are not able to enter the setting due to the COVID-19 pandemic, they feel that the childminder communicates regularly and that they are able to seek support if they need it.

What does the early years setting do well and what does it need to do better?

- The childminder supports children as they learn to count and she responds to their interest in their favourite numbers, such as how old they are. Children are excited as they count a collection of wooden dinosaurs and the childminder helps them to remember the number names. Older children learn to count in sequence, using their fingers as they enjoy singing rhymes together.
- The childminder has a good understanding of the different stages of children's development as they learn. She skilfully adapts her responses to the babies and children as they explore play dough and she understands what they need to learn next. The childminder encourages older children to persevere as they try cutting up dough with scissors, while babies squeal in delight as they see objects pressed into the dough. The childminder helps children learn vocabulary, such as 'press', 'squeeze' and 'flat' and all children develop good fine-motor skills.
- The childminder works in partnership with parents and they discuss children's development. She uses electronic systems to share photographs and brief notes about children's progress with parents and has a good understanding about each child as an individual. They work together to help children become more independent, so that there is consistency between the setting and home. She sensitively takes account of different children's care routines, such as when children learn to use a potty. She communicates with babies as she changes nappies, chatting and singing songs to create a personal routine.
- The childminder is well qualified and takes the opportunity to develop her

knowledge further by accessing regular training and networking events. She keeps up to date with changes in legislation and is reflective about her practice. She is very well organised with effective policies and procedures in place to support her practice.

- Children enjoy being able to go outside in the garden and the childminder takes advantage of local walks and trips out. Older children enjoy chalking on the patio, making marks and drawing. They practise blowing bubbles and watching them float away. However, the choice of resources outside is more limited than inside, particularly for babies. The childminder does not always fully consider ways to extend all children's learning further. Older children have less opportunity for choosing resources themselves and babies, who enjoy crawling and taking steps, do not always have the opportunity to move around freely outside to support their physical skills.
- The childminder takes account of the views made by other professionals and is sensitive to what children need to learn next. She ensures that she completes any required assessments of children. However, partnerships with other settings and schools are not as developed, in order to build on what children have learned as they move on to the next phase of their education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has accessed a range of safeguarding training to ensure she is up to date and as a result, she has a secure knowledge of how to keep children safe. She has a good understanding of children's welfare as well as wider aspects of safeguarding and understands how to identify any signs that could indicate when children are at risk of harm. She considers how to keep children safe in her home using risk assessments to ensure her practice is safe. She holds appropriate policies and procedures and regularly reviews these. She keeps careful records of any accidents children may experience and informs parents promptly.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide further opportunities for all children to engage in outdoor learning, particularly babies, to support their overall development
- strengthen partnerships with other professionals to ensure a consistent two-way flow of information to support children's learning.

Setting details

Unique reference number	EY392240
Local authority	Devon
Inspection number	10074242
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 February 2016

Information about this early years setting

The childminder registered in 2009 in Okehampton, Devon. She offers care from Tuesday to Thursday, from 8am to 5pm, all year round. The childminder provides funded early years education for children aged two, three and four years. The childminder holds a teaching qualification.

Information about this inspection

Inspector

Stephanie Wright

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the setting.
- The childminder and inspector took a learning walk, indoors and outdoors to discuss the intentions for children's learning.
- The childminder and the inspector completed some joint observations of the children learning.
- The inspector spoke with the children as they played.
- The inspector spoke to parents and took account of their feedback.
- The inspector scrutinised some documentation, including training certificates.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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